**K-5 Math Lesson Plan**

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| **Teacher: B. Mayer, C. Gilmore** | | | **Grade: K** | | | **Date(s)**: August 2012 |
| **Unit Title: Unit 1—Counts numbers 1-30** | | | | **Corresponding Unit Task: 1** | | |
| **Essential Question(s): What does a number represent?**  **What are some ways we can find out how many objects are in a group?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Frog Counts to Ten, sentence strip with children’s names, illustrated vocabulary card-“count”, 8x10 number cards** | | **Student:**  **sentence strip with children’s names** | | | **count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2** | | | | | |
| **I Can Statement(s): I can count numbers 0-10.**  **I can recognize numbers 0-10.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read the book Frog Counts to Ten allowing students to tell you what number comes next? | | | | | |
| **Teacher Directed: Read Envision Interactive math story Count the Eggs. (Big Book-Topic 4) Point and read the 8x10 number cards aloud to the children.** | | | | | |
| **Guided Practice: The teacher will show a sentence strip with her name on it and count the number of letters in her name. The teacher stands under the correct number for her name.** | | | | | |
| **Independent Practice: The students will count letters in their name from the sentence strip the teacher provides them. Students go and stand under the correct number for their name.** | | | | | |
| **Closing/Summarizing Strategy: Teacher checks for correctness by having students count as she points to the letters in their name. If a student has chosen the wrong number the teacher will help the student correct his error.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| \*Find someone that has less/more letters in their name.  \*Who had the least/most letters in their name?  \*Students respond by drawing a set of objects with the same number as their name. | | | \*Student echo counts as teacher counts for them.  \*Teacher writes numeral on the back of student’s sentence strip.  \*Teacher directs student(s) to the correct numeral and verbally says the name of the numeral. | | | \*Model the task as many times as needed.  \*Student echo counts as teacher counts for them.  \*Teacher writes numeral on the back of student’s sentence strip.  \*Teacher directs student(s) to the correct numeral and verbally says the name of the numeral. |
| **Assessment(s): Teacher observation and written notes.** | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Review notes from teacher observations * What do I need to reteach/review tomorrow? * New ideas or changes for next time | | | | | | |